

## 5 Step Process for Effective Instruction

### Creating Access to the Iowa Core Curriculum with Links to Grade Level Content

#### Unit of Study/Lesson Planning Tool


Adapted from Browder, Project Mastery "Working Across Symbolic Levels of Communication"

Step 1: Know Your Student <i>Planning for Individual Learner Characteristics</i>	Highest Level of Symbol Use				Lowest Level of Symbol Use
<ul style="list-style-type: none"> <li><i>Levels of Symbolic Communication</i></li> </ul>	Basic	Symbolic Abstract <i>Going Far with Symbols</i>	Early Symbolic (Concrete) <i>Moving Forward with Symbols</i>	Pre-Symbolic <i>Beginning with Symbols</i>	Awareness Level <i>May have no clear response/intent/objective in communication</i>
<ul style="list-style-type: none"> <li>Student Name(s)</li> </ul>					
<ul style="list-style-type: none"> <li><i>Likes/Dislikes</i></li> </ul>					
<ul style="list-style-type: none"> <li><i>Primary Mode of Communication; Consistent Response Mode</i></li> </ul>					

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• <i>Social/Behavior</i>					
• <i>Motor/Mobility</i>					
• <i>Assistive Technology</i>					
• <i>Other Information</i>					

<b>Step 2: Know the Content</b> <i>What do I want the students to know and be able to do at the end of the unit?</i>					
<b>Theme Based Unit Name:</b>					
<ul style="list-style-type: none"> <li>Identify Iowa Core Curriculum Essential Concept(s)/Skill(s) (Iowa Department of Ed Website)</li> </ul>					
<ul style="list-style-type: none"> <li>Link to IAA <ul style="list-style-type: none"> <li>Rating Scale Item(s)</li> </ul> </li> </ul>					
<ul style="list-style-type: none"> <li>Collaborate with Gen Ed Content Expert/Website/Other resources</li> </ul>					
<ul style="list-style-type: none"> <li>Cross Curricular Activities (Art, P.E., Soc. Studies, Health, etc.)</li> </ul>					
<ul style="list-style-type: none"> <li>Vocabulary</li> </ul>					
<ul style="list-style-type: none"> <li>Target Specific Objective(s) from IEP</li> </ul>	Student Name	Student Name	Student Name	Student Name	Student Name
<ul style="list-style-type: none"> <li>Embedded Functional/ Access Skills</li> </ul>					

<b>Step 3: Adapt the Content/ Grade-Age Appropriate Materials</b> <i>How do you modify the typical grade level lesson/materials to assure access at all levels?</i>	<b>Highest Level of Symbol Use</b>				<b>Lowest Level of Symbol Use</b>
<ul style="list-style-type: none"> <li><i>Work Across Levels Of Symbolic Communication Student Symbol Use</i></li> </ul>	<b>Basic</b>	<b>Symbolic Abstract</b> <i>Going Far with Symbols</i>	<b>Early Symbolic (Concrete)</b> <i>Moving Forward with Symbols</i>	<b>Pre-Symbolic</b> <i>Beginning with Symbols</i>	<b>Awareness Level</b> <i>May have no clear response/intent/objective in communication</i>
<ul style="list-style-type: none"> <li><b>Age Appropriate Materials</b></li> </ul>					
<ul style="list-style-type: none"> <li><b>Presentation of Materials</b></li> </ul>					
<ul style="list-style-type: none"> <li><b>Student Response Mode</b></li> </ul>					
<ul style="list-style-type: none"> <li><i>What other resources &amp; assistive technology will be needed?</i></li> </ul>					

<b>Step 4: Systematic Instruction</b> <b>Classroom Activities/Lesson Plan</b> <i>How will you teach the skill/concept(s)?</i>					
<ul style="list-style-type: none"> <li><i>Target Skill(s)</i> <i>(IAA rating scale)</i></li> </ul>					
<ul style="list-style-type: none"> <li><i>Learning Objective</i></li> </ul>					
<ul style="list-style-type: none"> <li><i>Instructional Routines</i></li> </ul>	<b>Student Name</b>	<b>Student Name</b>	<b>Student Name</b>	<b>Student Name</b>	<b>Student Name</b>
What the teacher does	What the student does	What the student does	What the student does	What the student does	What the student does

<ul style="list-style-type: none"> <li>• <b>Instructional Strategy(s)</b> (Check all that apply)</li> </ul>	Student Name	Student Name	Student Name	Student Name	Student Name
<ul style="list-style-type: none"> <li>○ <b>System of least prompts</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ Constant</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Progressive</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Backward</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Forward</li> </ul>					
<ul style="list-style-type: none"> <li>○ <b>Feedback</b></li> </ul>					
<ul style="list-style-type: none"> <li>▪ Correct Response</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Reinforcement Schedule</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Error Correction Procedure</li> </ul>					
<ul style="list-style-type: none"> <li>• <b>Data Collection</b> <ul style="list-style-type: none"> <li>○ (Formative Assessment) <ul style="list-style-type: none"> <li>▪ <b>Form</b></li> <li>▪ <b>Frequency</b></li> </ul> </li> </ul> </li> </ul>					

<b>Step 5: Assessment</b> <i>Reporting out Student Performance</i>	<b>Student Name</b>	<b>Student Name</b>	<b>Student Name</b>	<b>Student Name</b>	<b>Student Name</b>
<ul style="list-style-type: none"> <li>• <b>IAA</b> <ul style="list-style-type: none"> <li>○ <i>Supporting Evidence for the IAA= Summative assessment of embedded instructional trials</i></li> </ul> </li> </ul>					
<ul style="list-style-type: none"> <li>• <b>IEP</b></li> </ul>					

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